

# The Influence of Social Support Factors on Performance: A Case Study of Elementary School Teachers

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**Abstract-** This study aims to measure the effect of social support (supervisor, peer, and family support) on teacher performance in five private elementary schools in Tangerang. Data collection was carried out by simple random sampling to 102 primary school teacher populations. The results of the questionnaire were valid and returned as many as 92 samples. Data processing using SEM method with SmartPLS 3.0 software. The results of this study concluded that all social support factors consisting of supervisor support, peer support, and family support had a positive and significant effect on performance. While the support supervisor has no significant effect on the performance of elementary school teachers. This new research proposes a model for building performance among private primary school teachers in Tangerang through increasing social support for teacher employment.

**Keywords:** Family Support, peer support, performance, social support, supervisor support.

## I. INTRODUCTION

The role of teachers as educators becomes very influential when dealing with elementary school students because elementary school teachers are needed to provide early education to students (Agistiawati & Asbari, 2020; Asbari, Fayzhall, et al., 2020; Asbari, Hyun, et al., 2020; K. Kamar et al., 2020; Purwanto, Pramono, Asbari, Santoso, et al., 2020; Purwanto, Pramono, Asbari, Senjaya, et al., 2020; Wijayanti et al., 2020). In general, elementary school students are at the stage of concrete operational development. At this stage, the child can think logically but is limited to things that are concrete (Papalia et al., 2001). At this level, students receive early learning, such as reading and arithmetic, which are the main things that students must have at the next level. Primary school teachers are also required to be more active in paying attention to other needs of their students, especially those in the lower classes (grades 1, 2, and 3). The lower class consists of students who have just experienced socialization in an educational environment. A teacher is expected to be able to guide students in a learning environment, both inside and outside the classroom. The problems experienced are different from those of teachers who teach higher grades (grades 4, 5, and 6). Students at this level are prepared to continue to the next level of education. This can be seen from the increasing number of lessons and student learning hours. (Asbari, Wijayanti, et al., 2019; Asbari, Nurhayati, et al., 2019; Asbari, Fayzhall, et al., 2020; Asbari, Pramono, et al., 2020; Cahyono et al., 2020; Hutagalung, Sopa, et al., 2020; Jumiran et al., 2020; Novitasari, Yuwono, et al., 2020; Novitasari, Asbari, Wijayanti, et al., 2020; Novitasari, Hutagalung, et al., 2020; Novitasari & Asbari, 2020b; Purwanto, Pramono, Bernarto, Asbari, et al., 2020; Santoso et al., 2020; Sudiyono et al., 2020).

Teachers are required not only to educate their students, but also to develop good morals, but it is inversely proportional to the above, teachers have limited authority for their students. (Agistiawati et al., 2020; Asbari, Wijayanti, et al., 2019; Asbari, Purwanto, et al., 2020; Basuki, Asbari, et al., 2020; Bernarto et al., 2020; Hutagalung, Sopa, et al., al., 2020; Lestari et al., 2020; Novitasari, Asbari, Wijayanti, et al., 2020; Novitasari, Yuwono, et al., 2020; Purwanto, Asbari, Fahlevi, Mufid, et al., 2020). The current policy gives parents the freedom to report teachers if they are deemed to have given too much punishment. This policy turned

detrimental to the teacher, punishments intended to create a deterrent effect on students could be considered violent by the parents of students. Reports made by parents can be sent directly to the Dinas without going through the school, and teachers who are reported will immediately receive a warning letter (Agistiawati et al., 2020; Hutagalung, Sopa, et al., 2020; Lestari et al., 2020).

The high expectations of the parents of the students for the influence of the teacher on their children's education are also a burden for the teacher. If there are students who fail, some parents then blame the teacher for the failure. One of the teachers in the preliminary study told that he had a student who then failed at admission to a State Junior High School and then became a delinquent, it happened that this child was the teacher's neighbor, the child's parents often blamed the school, especially the teacher, for his child's failure to continue his education.

One of the protective factors for teacher performance is social support (Sutardi et al., 2020). Experts define social support as a feeling of comfort, appreciation, attention, or help that a person gets from another person or group (Blanch & Aluja, 2012; Pluut et al., 2018). Social support is a function of social ties, and these social ties describe the general quality level of interpersonal relationships. Bonds and friendships with others are considered to be the emotionally satisfying aspects of an individual's life (Novitasari, Asbari, Purwanto, et al., 2020; Sutardi et al., 2020).

Cohen & Syme (1985) argue that social support comes from the workplace, family, married couples, and friends in the surrounding environment. (SE Cohen & Syme, 1985). Based on interviews with several teachers, it can be concluded that support from the family (parents, spouses, children) provides positive encouragement for him. Apart from the family, the participation of a teacher in Teacher Working Group (KKG) activities can be a significant source of support. Social support can be classified based on structural aspects and functional aspects (Mishra, 2020). Structural aspects include living arrangements, frequency of relationships, and participation in social activities. Functional aspects include emotional support, encouragement to express feelings, giving advice or information, and also material support. Based on the background of the problems that have been presented above, the researchers are interested in knowing the relationship between Social Support and Performance in Elementary School Teachers. Because teacher performance is the most important part of building a nation's civilization (Basuki, Novitasari, et al., 2020; Hutagalung, Sopa, et al., 2020; Karnawi Kamar et al., 2019; Novitasari, Sasono, et al., 2020; Zaman et al., 2020), is also a measure of the readiness of Indonesian teachers and human resources to face education 4.0 and the industrial revolution 4.0 (Asbari, 2019; Asbari, Novitasari, et al., 2020; Gazali et al., 2020; Hutagalung, Asbari, et al., 2020; Maesaroh et al., 2020; Novitasari, Asbari, Sutardi, et al., 2020; Novitasari & Asbari, 2020b, 2020c, 2020a; Sudiyono et al., 2020; Yuwono et al., 2020, 2020)

## **II. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT**

### **2.1. Social Support**

Social support is the act of helping others and peacefully communicating with others (Seers et al., 1983). This helpful behavior is manifested in three forms, namely, first, affection and maintenance attention that helps maintain self-esteem and supports beliefs, second is information assistance and practical problem-solving guidance, and third is support in the form of encouragement in the form of assessment or feedback. (Seers et al., 1983). Social support (social support) affects the behavior of maintaining one's health (Blanch & Aluja, 2012). This study describes social support which has a specific role in reducing work stress, as explained by the research results (Mansour & Tremblay, 2016). Several previous studies stated that social support provides deep enhancing therapy psychological and physiological health (S. Cohen & Wills, 1985), social support can be considered as an antecedent of performance. As is Cohen & Wills (1985) It has been noted that social support has a significant impact on physical and psychological health. The research model implies that social support is useful in reducing work-family conflict. Social support is categorized into several factors based on sources, such as superiors, coworkers and family (Armstrong et al., 2015).

### **2.2. Performance**

Performance is behavior on how a target is achieved (Armstrong & Taylor, 2014). Performance is referred to as a goal-oriented process directed to ensure the organizational processes are at their place to maximize the productivity of the worker, team, and the organization itself. In another opinion, performance is referred to things that are done and not done by the workers (Luthans, 2005). To get to know the employee performance in

an organization, certain aspects are needed. Performance is affected by the variable related to the job, involving role-stress and work / non-work conflict(Babin & Boles, 1998). There are some criteria in measuring performance, which are: quality, quantity, punctuality, cost-effectivity, and interpersonal relationships(Bernardin & Russel, 1993). Meanwhile,(Mathis & Jackson, 2002)mentioned that employee performance has some elements, which consist of quantity, quality, accuracy, attendance, cooperation ability, and loyalty. Indicator/items of the instrument from the employee performance variable in this study is adapted by Dessler (2006) consisting of fifteen indicators/items cited in Table 1.

**2.3. Hypothesis Formulation**

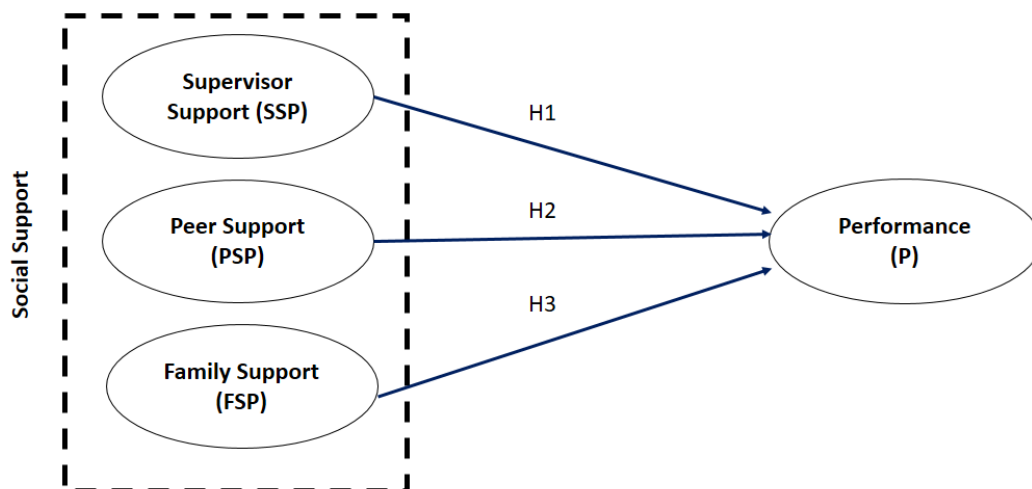
*Social support* and performance is a widely researched and common antecedent relationship in explaining organizational behavior (Blanch & Aluja, 2012; S. Cohen & Wills, 1985; Lambert et al., 2015; Mansour & Tremblay, 2016; Ngah et al., 2010; Pluut et al., 2018). Research(Lambert et al., 2015)concluded that supervisor support and peer support have a significant effect on performance, while family support has no significant effect. Likewise, the research conclusion(Ngah et al., 2010)states that support supervisor has a positive and significant impact on performance. Besides, in the conclusion of his research,(Blanch & Aluja, 2012)states that supervisor and family support have a negative and significant effect on burnout. Based on the findings of these studies, the third, fourth, and fifth hypotheses are formulated:

*H1: Supervisor support has a positive and significant effect on the performance of elementary school teachers in Tangerang*

*H2: Peer support has a positive and significant effect on the performance of elementary school teachers in Tangerang*

*H3: Family support has a positive and significant effect on the performance of elementary school teachers in Tangerang*

According to Now & Bougie (2003)theoretical framework is the foundation on which the entire research project is based. From the theoretical framework can be formulated hypotheses that can be tested to determine whether the theory formulated is valid or not. Then further it will be measured by appropriate statistical analysis. Referring to previous theory and research, there is a relationship between the following variables: social support and performance. social support refers to the research parameters Armstrong et al. (2015), while performance refers to researchDessler (2006). For this reason, the authors built the following research model:



**Figure 1.** Research Model

**Table 1.** Variables and Items

| Variables          | Items | Items Description  | References              |
|--------------------|-------|--|-------------------------|
| Supervisor Support | SSP1  | My teammates always provide support in doing the job in a way they can be truly proud of                                 | Armstrong et al. (2015) |
|                    | SSP2  | My boss provides support when a job is well done.  |                         |
|                    | SSP3  | My boss blames someone else when something goes wrong, even though the fault is not the fault of the person being blamed |                         |
|                    | SSP4  | If my boss has a dispute with the teacher, he handles it professionally  |                         |
| Peer Support       | PSP1  | At work, I often praise someone who has done a good job  | Armstrong et al. (2015) |
|                    | PSP2  | I do not blame each other if something goes wrong  |                         |
|                    | PSP3  | No matter what, my co-workers support each other in doing their jobs the way they should                                 |                         |
|                    | PSP4  | Work time I encourage each other to think of better ways to get the job done   |                         |
| Family Support     | FSP1  | My family members understand how difficult my job is   | Armstrong et al. (2015) |
|                    | FSP2  | When my job is disappointing, I know that I have a family who can provide the support I need                             |                         |
|                    | FSP3  | There is no one in my family I can talk to about my work   |                         |
|                    | FSP4  | My partner (or someone close to me) can't help me much when I feel stressed about my job                                 |                         |
| Performance        | P1    | I have thoroughness when working.  | Dessler (2006)          |
|                    | P2    | I can fulfill the target set.  |                         |
|                    | P3    | The level of success in finishing my work is high.   |                         |
|                    | P4    | I am capable of finishing my work according to my work standard.   |                         |
|                    | P5    | I always finish my work on time.   |                         |
|                    | P6    | My skill of finishing working overtime is outstanding  |                         |
|                    | P7    | The knowledge that I have about my work is outstanding   |                         |
|                    | P8    | The information that I have to finish my work is excellent.  |                         |
|                    | P9    | I am capable of understanding the work that is given.  |                         |
|                    | P10   | My boss thinks that I am trustworthy.  |                         |
|                    | P11   | I am responsible for the work that I should finish.  |                         |
|                    | P12   | I am always on time in terms of attendance.  |                         |
|                    | P13   | My dismissal time is always on schedule.   |                         |
|                    | P14   | My attendance record is excellent.   |                         |
|                    | P15   | The punctuality of using break time is excellent.  |                         |

### III. METHODS

#### 3.1. Operational Definition of Variables and Indicators

The method used in this research is the quantitative method. Data was collected by distributing questionnaires to all teachers in five private elementary schools in Tangerang. The instrument used to measure supervisor support uses 4 items (SSP1-SSP4), peer support uses 4 items (PSP1-PSP4), family support uses 4 items (FSP1-FSP4), all of which are adapted from (GS Armstrong et al., 2015). Teacher performance adapted from Dessler (2006) using 15 items (P1-P15). The list of variables and items is mentioned in Table 1. The questionnaire is designed closed except for questions/statements regarding the identity of the respondent in the form of a semi-open questionnaire. Each closed question/statement item is given five answer options, namely: strongly agree (SS) score 5, agree (S) score 4, neutral (N) score 3, disagree (TS) score 2, and strongly disagree (STS) score 1. The method for processing data is by using PLS and using SmartPLS version 3.0 software as a tool.

#### 3.2. Population and Sample

The population in this study were 102 teachers at five private elementary schools in Tangerang. The questionnaires were distributed using a simple random sampling technique. The results of the questionnaire were returned and valid as many as 92 samples (95.86 percent of the population).

## IV. RESULTS AND DISCUSSION

## 4.1. Sample Description

Table 2. Sample Descriptive Information

| Criteria                |               | total | %     |
|-------------------------|---------------|-------|-------|
| Age (as of March 2020)  | <30 years     | 18    | 15.1% |
|                         | 30 - 40 years | 70    | 76.3% |
|                         | > 40 years    | 4     | 8.6%  |
| The tenure as a teacher | <5 years      | 68    | 71.9% |
|                         | 5-10 years    | 17    | 24.5% |
|                         | > 10 years    | 7     | 3.6%  |
| Highest diploma         | ≥ S1          | 73    | 75.5% |
|                         | = High school | 19    | 24.5% |

## 4.2. Test Results of the Validity and Reliability of Research Indicators

The measurement model testing stage includes testing for convergent validity, discriminant validity. Meanwhile, to test the construct reliability, Cronbach's alpha and composite reliability were used. The results of the PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity, and reliability testing.

## 4.2.1. Convergent Validity Testing

A convergent validity test is done by looking at the loading factor value of each indicator against the construct. In most references, a factor weight of 0.5 or more is considered to have sufficiently strong validation to explain latent constructs (Chin, 1998; Ghazali, 2014; Hair et al., 2010). In this study, the minimum acceptable loading factor is 0.5, provided that the AVE value of each construct is > 0.5 (Ghozali, 2014). Based on the results of SmartPLS 3.0 processing, after items that do not meet the requirements are discarded, in Table 3, all indicators have a loading factor value above 0.5. So thus, the convergent validity of this research model has met the requirements. The value of loadings, cronbach's alpha, composite reliability and AVE for each complete construct can be seen in Table 3 below:

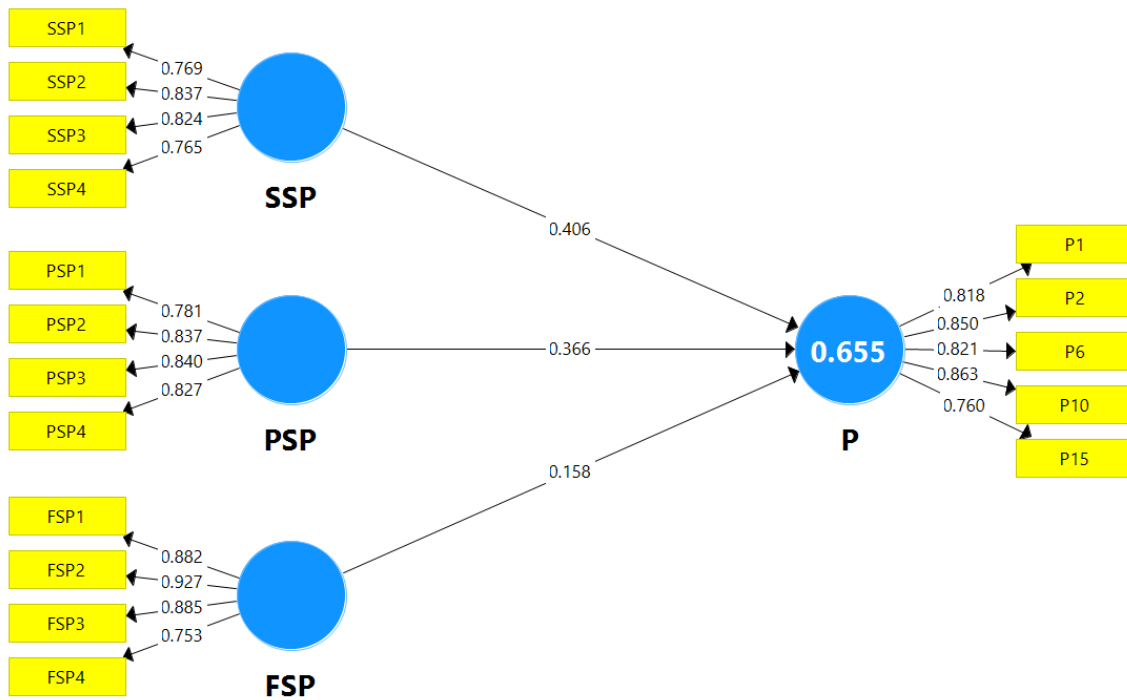


Figure 2. Research Model Fit

Table 3. Items Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

| Variables                | Items | Loadings | Cronbach's Alpha | Composite Reliability | AVE   |
|--------------------------|-------|----------|------------------|-----------------------|-------|
| Performance (P)          | P1    | 0.818    | 0.881            | 0.913                 | 0.677 |
|                          | P2    | 0.850    |                  |                       |       |
|                          | P6    | 0.821    |                  |                       |       |
|                          | P10   | 0.863    |                  |                       |       |
|                          | P15   | 0.760    |                  |                       |       |
| Supervisor Support (SSP) | SSP1  | 0.769    | 0.812            | 0.876                 | 0.639 |
|                          | SSP2  | 0.837    |                  |                       |       |
|                          | SSP3  | 0.824    |                  |                       |       |
|                          | SSP4  | 0.765    |                  |                       |       |
| Peer Support (PSP)       | PSP1  | 0.781    | 0.840            | 0.893                 | 0.675 |
|                          | PSP2  | 0.837    |                  |                       |       |
|                          | PSP3  | 0.840    |                  |                       |       |
|                          | PSP4  | 0.827    |                  |                       |       |
| Family Support (FSP)     | FSP1  | 0.882    | 0.885            | 0.921                 | 0.747 |
|                          | FSP2  | 0.927    |                  |                       |       |
|                          | FSP3  | 0.885    |                  |                       |       |
|                          | FSP4  | 0.753    |                  |                       |       |

4.2.2. Discriminant Validity Testing

Discriminant validity is done to ensure that each concept of each latent variable is different from other latent variables. The model has good discriminant validity if the AVE square value of each exogenous construct (the value on the diagonal) exceeds the correlation between that construct and other constructs (values below the diagonal)(Ghozali, 2014). The results of discriminant validity testing using the AVE square value, namely by looking at the Fornell-Larcker Criterion Value obtained as referred to in Table 4. The discriminant validity test results in table 4 above show that all constructs have a square root value of AVE above the correlation value with the construct. other latency, through the Fornell-Larcker criteria, so it can be concluded that the model has met discriminant validity(Fornell & Larcker, 1981).

#### 4.2.3. Construct Reliability Testing

The construct reliability can be assessed from the Cronbach's alpha value and the composite reliability of each construct. The recommended composite reliability and Cronbach's alpha values are more than 0.7 (Ghozali, 2014), which can use the size of one of them. If the composite reliability value is above 0.7, then it is sufficient (Ghozali, 2014). The reliability test results in table 3 above show that all constructs have a composite reliability value greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability.

#### 4.3. Hypothesis test

Hypothesis testing in PLS is also called the inner model test. Hypothesis testing in this study includes testing the significance of direct effects and measuring the influence of exogenous variables on endogenous variables. The effect test was carried out using the t-statistic test in the partial least squared (PLS) analysis model using the SmartPLS 3.0 software. With the bootstrapping technique, the R Square value and the significance test value were obtained as shown in the table below:

**Table 4.** Discriminant Validity

| Variables | FSP          | P            | PSP          | SSP          |
|-----------|--------------|--------------|--------------|--------------|
| FSP       | <b>0.859</b> |              |              |              |
| P         | 0.474        | <b>0.712</b> |              |              |
| PSP       | 0.436        | 0.587        | <b>0.806</b> |              |
| SSP       | 0.435        | 0.483        | 0.693        | <b>0.791</b> |

**Table 5.** Value of R Square

|          | R Square | R Square Adjusted |
|----------|----------|-------------------|
| <b>P</b> | 0.655    | 0.653             |

**Table 6.** Hypotheses Testing

| Hypotheses | Relationship | Beta  | SE    | T Statistics | P-Values | Decision  |
|------------|--------------|-------|-------|--------------|----------|-----------|
| H1         | SSP -> P     | 0.406 | 0.052 | 7,836        | 0.000    | Supported |
| H2         | PSP -> P.    | 0.366 | 0.058 | 6,289        | 0.000    | Supported |
| H3         | FSP -> P     | 0.158 | 0.036 | 4,420        | 0.000    | Supported |

Based on Table 5 above, the R Square P-value is 0.655 which means that the variable Performance (P) can be explained by social support variables, including supervisor support (SSP), peer support (PSP), and family support (FSP) of 65.5%, while the remaining 34.5% is explained by other variables not discussed in this study. Meanwhile, Table 6 shows the T Statistics and P-Values which show the influence between the research variables that have been mentioned.

#### 4.4. Discussion

The results of data analysis show that social support has a significant effect on performance. First, supervisor support has a positive and significant effect on performance. Evidenced by the t-statistics value of 7.836 is greater than 1.96 and the p-value of 0.000 is smaller than 0.05. In conclusion, the hypothesis H1 is accepted. Second, peer support has a positive and significant effect on performance. Evidenced by the t-statistics value of 6.289 is greater than 1.96 and the p-value of 0.000 is smaller than 0.05. In conclusion, the H2 hypothesis is accepted. Third, family support has a positive and significant effect on performance. Evidenced by the t-statistics value of 4.420 is greater than 1.96 and the p-value of 0.000 is smaller than 0.05. In conclusion, hypothesis H3 is accepted. This study is in line with the conclusions of the study by Lambert et al. (2015) who concluded that supervisor support and peer support had a significant effect on performance, though Lambert et al. (2015) states that family support has no significant effect. Likewise, the research conclusion gay states that support supervisor has a positive and significant impact on performance.

### V. CONCLUSIONS AND SUGGESTIONS

#### 5.1. Conclusion

From the data analysis that has been done previously, it has been proven that all social support factors have a positive and significant effect on performance. So, supervisor support, peer support, and family support have a positive and significant effect on teacher performance in five private elementary schools in Tangerang.

#### 5.2. Suggestion

Future studies should research other sectors besides education, such as the service industry, finance, and others to enrich this research topic. Besides, it is recommended to increase the number of populations and samples so that it can produce more comprehensive research conclusions. Likewise, in future studies, it will be better to add and involve other relevant variables so that it will make the research in this theme more complete.

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